


<p>Derry Hill C of E Primary School</p>	<p>Year 2: Term 3: Spring 2025</p>		
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
<p>Geography</p> <p><u>Compare Addis Ababa, Ethiopia to Bath in the UK</u></p> <p>How is life in East Africa different to life in the UK?</p> 	<p>compare map globe continent country Equator Africa Europe climate landmark physical features human features population land-use</p>	<p>Key Skills: Identify human and physical features around Derry Hill and Bath.</p> <p>Identify human and physical features around Addis Ababa in Ethiopia.</p> <p>Discuss similarities and differences between lives in the two areas. Suggest how my life might be different if I lived in Addis Ababa.</p> <p>Use map and atlas skills to locate Bath and Addis Ababa and identify features nearby, such as rivers and the Equator.</p> <p>Identify weather features in Ethiopia and the UK and link these to their position in the world.</p>	<p>LI: I can use objects from Ethiopia to make predictions about life in that country and identify some differences between the lifestyle in Africa compared to the UK.</p> <p>Lesson 1: Children visit a ‘museum of artefacts from Ethiopia’ and share ideas about what they think they are. They read a text to discover facts about the objects and use these to say what is the same and different about life there to the UK.</p> <p>LI: I can sort geographical features into those that are human and those that are physical. I can identify those that are in Africa and those that are in the UK and say how I know this.</p> <p>Lesson 2: Children learn the meaning of Human and Physical features in Geography. They sort pictures of features into the two groups. Children share existing knowledge on Bath and Addis Ababa and then sort features according to which place they belong to.</p>

Key Knowledge:

I know what human and physical geographical features are and can give examples of these from my area, and from the area around Addis Ababa in Ethiopia.

I can describe similarities and differences between the two areas related to climate, population, currency, land use, language and festivals.

I can locate the Equator on a world map and show where Ethiopia and the UK are in relation to this.

I can explain the difference between a capital city, a city, a town and a village.

LI: I can locate Addis Ababa and Bath on maps and describe the climate in each place. I can say how this affects how people live.

Lesson 3: Children watch short videos explaining climate and weather, and how this relates to different places on the earth (the equator / coasts / poles). They look at simple tables / charts showing weather patterns in Bath and Addis Ababa and compare the two places. They also look at the weather in another place in Ethiopia – the Danakil Depression.

LI: I can compare the populations of Addis Ababa and Bath and talk about jobs that people do. I can describe features of life in each country, including celebrations.

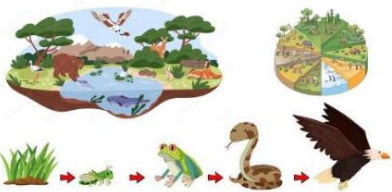
Lesson 4: Children use data fact files for Ethiopia and the UK, based on Worldometer, to write sentences comparing the two countries. They discuss why these differences might exist and how they affect people's lives. Children read a description of an Ethiopian festival and teach other people in the class about it.

LI: I can describe common uses of land in the areas around Bath and Addis Ababa and landmarks in the areas. I can say if they are human or physical landmarks.

Lesson 5: Children use maps and photographs to identify key landmarks and features of the areas around Bath and Addis Ababa. They describe and compare two of the features.

LI: I can compare my life in the UK to what it would be like if I lived in Addis Ababa. I can describe common festivals in Ethiopia.

Lesson 6: Children watch 3 short videos of children's lives in Ethiopia and discuss how it is different from their

			lives. They write a paragraph comparing their life here to life in Ethiopia.
<p style="text-align: center;">Science Living things and their habitats.</p> 	<p>question</p> <p>answer</p> <p>observe</p> <p>equipment</p> <p>identify</p> <p>classify</p> <p>sort</p> <p>group</p> <p>record</p> <p>data</p> <p>compare</p> <p>describe</p> <p>habitat</p> <p>season</p> <p>environment</p> <p>weather</p> <p>conditions</p> <p>living</p> <p>dead</p> <p>map</p> <p>minibeast</p> <p>animal</p> <p>plant</p> <p>food chain</p> <p>changing</p>	<p>I can compare the differences between things that are living, dead and have never been alive.</p> <p>I can answer questions about things that are living, dead or have never been alive.</p> <p>I can map a habitat and identify what is in it.</p> <p>I can classify objects as those that are living, dead and those that have never been alive.</p> <p>I can identify animals in their habitats.</p> <p>I can use information I have gathered to answer a question.</p> <p>I can describe a habitat and identify animals live in it.</p> <p>I can ask and answer questions about habitats.</p> <p>I can identify how an animal is suited to its habitat.</p> <p>I can explain how living things in a habitat depend on each other.</p> <p>I can describe how animals get their food.</p>	<p>Lesson 1: Living, dead, never lived. LI: To explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes.</p> <p>To use their observations and ideas to suggest answers to questions by explaining how they know something is living, dead or has never been alive.</p> <p>Sorting living/dead/never alive. Looking at MRS GREN as a way of identifying living beings. Exploring school to sort using above classification.</p> <p>Lesson 2: Local Habitats LI: To identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants.</p> <p>To identify and classify, and sort objects into categories by sorting objects that are living, dead and have never been alive.</p> <p>Map the school area. Mark on map what is living/not living on the map. Classify and sort items found into living/dead/never alive categories.</p> <p>Lesson 3 and 4: Microhabitats and World habitats. LI: To identify and name a variety of plants and animals in their habitats, including microhabitats by identifying minibeasts in microhabitats.</p> <p>To gather and record data to help in answering questions by investigating the preferred habitat of minibeasts.</p> <p>Minibeast hunt. Use information to describe the characteristics of microhabitats and make comparisons with other habitats.</p>

		<p>I can talk about seasons and how changes in seasons affect habitats.</p>	<p>To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, by researching habitats and the animals that live in them.</p> <p>Look at other animals and plants around the world. How does their habitat accommodate their living needs?</p> <p>Lesson 5: Working together, staying alive.</p> <p>LI: To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other by considering the adaptations of animals, and how living things in a habitat depend on each other.</p> <p>Look at what happens if habitats change. How can we protect habitats? Poster</p> <p>Lesson 6: Food Chains and Seasonal Change.</p> <p>LI: Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food by making a variety of food chains.</p> <p>Demonstrate understanding of how the changing seasons affect habitats and food chains.</p> <p>Sequencing food chains. Order seasons and identify how these change our habitats.</p>
<p style="text-align: center;">RE</p> <p style="text-align: center;"><u>Does praying at regular intervals every day help Muslims?</u></p>	<p>Islam Muslims commitment Allah Salah ritual</p>	<p>Key Skills: Give examples of how Muslims believe prayer helps them in their everyday lives. Explain the reasons prayer helps with these.</p>	<p>LI: I explain what a commitment is and can discuss why making a commitment can be difficult.</p> <p>Lesson 1: Discuss how it has felt to make a class commitment to keeping fit since coming back this term. Has it sometimes felt difficult? Why? Look at other commitments, such as sports clubs or reading every day and talk about why they are sometimes hard but also</p>



Start to learn about Islam and how prayer is important in this faith. Understand what commitments are and why they are important within the Islamic faith. Show understanding of the Islamic prayer routines and what this means to Muslims.

The Qu'ran
 prayer mat
 5 times a day
 washing – Wudu
 head-covering
 Mecca
 compass
 Kaaba
 intention
 angels
 mosque
 community
 united

Explain why commitments are difficult and how it feels to meet a goal.

Show empathy with people of a different faith and show tolerance and understanding of difference.

Key Knowledge:

I can explain what a commitment is and why prayer is a commitment to their faith for Muslims.

I can describe how it feels to have to stop doing something to reach a target that I have set.

I can use the right words to explain how Muslims pray.

I can explain why Muslims pray in the way they do.

important. What commitments do people make as part of their religion?

LI: I can show how Muslims pray and talk about key items and places in the prayer ritual.

Lesson 2: Watch a video of Muslims praying and listen to a boy describing what they do and why. Role play Muslim prayer and draw / label key items / features of the prayer ritual.

LI: I can sequence and explain the different steps in the Islamic prayer ritual and say why they are important to Muslims.

Lesson 3: Children see what they can remember about how Muslims pray. They sequence pictures to show what Muslims do before they pray and during the prayer. They write a summary of what happens and why each step is important.

LI: I can explain how praying 5 times a day gives Muslims time to focus on God and think about how this might make them feel.

I can describe common Islamic images.

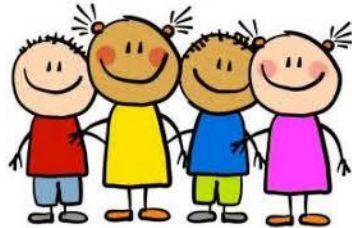
Lesson 4: Children take part in a mindful meditation based around God and nature. They discuss how it feels to stop and just be quiet and focused for 5 minutes. They consider how prayer might help Muslims do this. Children learn about common Muslim religious images and use these to design a prayer mat.

LI: I can discuss how the Islamic ritual of prayer helps Muslims in their everyday life.

Lesson 5: Children discuss why praying 5 times a day might be difficult and decide whether they think they would be able to do it regularly. They identify 3 things

PSHE

Similarities & Differences The Human Body Growing Up Exercise



similar / similarity
difference
private
puberty
growing up
develop /
development
body part names
touch
rights
appearance
emotions
needs
dependence /
independence

Key Skills:

Listen to and respect other people's views and feelings.

Work co-operatively with others, taking turns and sharing as appropriate.

Understand how to keep myself safe around different people, especially in relation to my body.

Recognise how I can start to develop more independence as I get older.

Understand how to make simple choices to improve my health and well-being.

Key Knowledge:

I can recognise, discuss and respect similarities and differences between boys and girls.

I can reflect and comment sensibly on differences in male / female bodies and how these change as we grow older.

I can sort common characteristics and experiences according to the age when they most likely happen.

that they think praying 5 times a day would help a Muslim with and explain why.

Children will start this term by considering the similarities and differences between boys and girls and will discuss whether boys and girls can do similar things.

They will then go on to identify different parts of our bodies and reflect on differences between male and female bodies and how these change as they get older. Children will be reminded of those parts of their bodies which are private and talk about how we keep some parts of our body covered up to keep us safe. They will learn that they have the right to ask people not to touch their bodies and will discuss how to say 'no' when something does not feel comfortable to them.

Children will also think about emotional changes as they get older and how they experience different things at different ages.

Children will identify things that they needed when they were babies and discuss which of these things they still need now. They create a visual picture of their needs and who provides what they need, and discuss how these might change as they get older.

Children explore how muscles work and how we can ensure that they become strong. They try some simple exercises that can help their muscles become stronger, as well as discussing how diet can help with this. Children will discuss why physical exercise is important for their health and how much they should do before identifying activities that provide this exercise and planning and healthy weekend.

		<p>I can identify my needs now and compare these to needs I had as a young baby. I can say how my needs will change as I get older.</p> <p>I can describe how muscles work and explain why healthy eating and physical exercise are beneficial.</p>	
<p style="text-align: center;">P.E.</p> <p style="text-align: center;"><u>Real Gym: Health and Fitness</u></p> <p style="text-align: center;">Learn and develop balance and travel on the floor and apparatus in different ways</p>	<p><u>Gym:</u></p> <p>balance</p> <p>apparatus</p> <p>movement</p> <p>shapes</p> <p>control</p> <p>body tension</p> <p>support</p> <p>skip</p> <p>cat-leap</p> <p>gallop</p> <p>side-step</p> <p>crab-walk</p>	<p>Gym Key Skills:</p> <p>I can develop and apply balance on the floor and apparatus.</p> <p>I can move and land safely when travelling between floor and apparatus.</p> <p>I use equipment appropriately.</p> <p>I am aware of why exercise is good for my health.</p> <p>I can support my peers and work successfully as part of a team.</p>	<p>Real Gym</p> <p>Lesson 1: I can develop my control when balancing in a variety of body positions on the floor. I can mirror a partner a move with control from one position to another.</p> <p>Lessons 2 and 3: I can develop my control when balancing on low and high apparatus using a variety of body positions. I can support my partner and understand how to stay safe on the apparatus.</p> <p>Lesson 4: I can travel across the floor with a variety of steps, changing speed when instructed. I can move safely and be mindful of others in the space. I can work in a team to design a movement pathway using a variety of shapes and steps.</p> <p>Lesson 5: I can travel on apparatus with a variety of steps, showing how to stay safe when moving from ground to apparatus. I can control and spin a hula hoop using my body.</p>

PE



AFRICAN DANCE

- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Amagunju

Kpanlogo

Eskista

traditional

beat

tap

stamp

clap

bounce

kick

move

shake

improvise

sway

wave

landing

jump

width

balance

co ordination

left

right

faster

footwork

movement

I can work sensibly with others, take turns and share.

I can praise and encourage others.

I show patience and support to others.

I can jump 2 feet to 2 feet.

I can jump from 2 feet to 1 foot on a line with freeze on landing.

Lesson 1: L.I. Learning the Amagunju

Warm up: Just Dance Pata Pata

https://www.youtube.com/watch?v=aogNWORL_i0

Input: Teach the dance moves

MUSIC: <https://www.youtube.com/watch?v=4hPCuMfMv50>

<https://www.allaroundthisworld.com/learn/africa-2/uganda-for-kids/africa-kids-amagunju/#.YXZz045KjIU>

1. Basic move – bend knees and shake hips
2. Bounce from one leg to the other pushing hands out one at a time and shaking
3. Bounce form one leg to the other and breast stroke
4. Quick, low run on the spot then back to breast stroke
5. Kick legs forwards and raise hands
6. Legs together and apart and throw hands up
7. Run on the spot and push hands out

With all moves: practise in isolation, practise going from one to another, BUILD A SEQUENCE. When music is playing we don't stop moving.

Lesson 2 LI: Creating an Amagunju dance as a class

MUSIC: <https://www.youtube.com/watch?v=4hPCuMfMv50>

<https://www.allaroundthisworld.com/learn/africa-2/uganda-for-kids/africa-kids-amagunju/#.YXZz045KjIU>

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Lesson 3 LI: Learning the Eskista

Warm up: Just Dance Iko Iko

<https://www.youtube.com/watch?v=dRmPbmmPp6k>

Input: Teach the dance moves

MUSIC: <https://www.youtube.com/watch?v=CzANBg56hFo>

Discuss → Model → Do with the chn → Practise

<https://www.allaroundthisworld.com/learn/africa-2/ethiopia-for-kids/teach-kids-ethiopia-eskista/#.YXZ5eY5KjIU>

1. Basic move – bend knees and shake hips
2. Scarf round the waist shoulder shimmy

3. Shoulder rolls pointing left and right
4. 2 raises left and 2 raises right
5. Shoulder rolls forwards and backwards
6. Arms out wide and push hands forwards
7. Sway on the spot and swing arms
8. Sway on the spot and use arms like parallel windscreen wipers

With all moves: practise in isolation, practise going from one to another, BUILD A SEQUENCE. When music is playing we don't stop moving.

Lesson 4 LI: Creating an Eskista dance as a class.

Warm up: Just Dance Iko Iko

<https://www.youtube.com/watch?v=dRmPbmmPp6k>

Input: Teach the dance moves

MUSIC: <https://www.youtube.com/watch?v=CzANBg56hFo>

Discuss → Model → Do with the chn → Practise

<https://www.allaroundthisworld.com/learn/africa-2/ethiopia-for-kids/teach-kids-ethiopia-eskista/#.YXZ5eY5KjIU>

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Lesson 5 LI: Learning the Kpanlogo

Warm up: Just Dance Waka Waka

<https://www.youtube.com/watch?v=1csN2kEgSDI>

MUSIC:

https://www.youtube.com/watch?v=1Ja4WVzv_A&list=RDQMnt55thgGaAE&start_radio=1

Discuss → Model → Do with the chn → Practise

<https://www.allaroundthisworld.com/learn/africa-2/ghana-for-kids/teach-kids-about-ghana-kpanlogo/#.YXaEBo5KjIU>

Basic move – 2 steps on each foot to the rhythm of the music

1. 2 steps back and 2 steps forward LRLR
2. Palms facing, shake hands, point down over each leg x2
3. Palms push down x2, hands up left, Palms push down x2, hands up right

Computing

Handling Data



data
survey
chart
pictogram
pie chart
tally
bar chart
block chart
line graph
compare
cut and paste
title
labels
scale
save

Key Skills:

I can edit a table so that it has correct data and labels.

I can include sufficient information on a chart so that other people can understand it.

I can interpret data / information accurately from charts.

I can select the best form of chart to represent particular sets of data and explain why it is the best.

Key Knowledge:

I can describe what data is and how it can be collected.

I can recognise and name at least three different types of charts to present data: tally chart, pictogram, pie chart, bar chart and line graph.

4. Push hands down left, push up right, push down right, push up left
5. Right arm right angle, tap elbow with left, left arm right angle, tap elbow with right
6. Front crawl forward
7. 4 square step forward, step back x2
8. Swing arms L and R and jump feet L front, R back, R front L back.

For this dance, the legs are moving all of the time.

With all moves: practise in isolation, practise going from one to another, BUILD A SEQUENCE. When music is playing we don't stop moving.

This term children will be introduced to data through simple surveys and discuss how visual charts that can be produced on the computer, are helpful in showing this information.

They will complete surveys of favourite animals and sports with their classmates and record responses using a tally chart before learning how to input this data onto simple software ('Junior Infant Tools') to create pictograms, pie charts and bar charts. They will also use data about the weight of a lion to create a line graph.

Children will discuss why different charts are best for different sets of data and learn that line graphs work best for data that changes over time.

Children will complete some cross-curricular work by creating graphs or charts to compare climates (temperatures and weather) in Bath and Addis Ababa, linking to their Geography work.

I can use simple software to present data in a pictogram, pie chart and bar chart.

I can add labels and a title to my chart so that other people can understand my data.

ART



AFRICAN ART

design: to create plans and drawings of how something is made.

jewellery: a personal ornament that is worn.

pattern: a repeated decorated design.

Enkareva: a necklace traditionally worn by the African tribe the Maasai Mara.

blend: a colour combined with another colour.

shadow/silhouette: a dark shape that is made when the light is being blocked.

landscape: a large area that can be viewed at one time from one place.

pottery: pots and dishes made from clay.

Key Skills:

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Evaluate their ideas and their work.

Design and make a Enkareva, a traditional African necklace worn by the Maasai Mara tribe.

LI: To use what we have learnt about traditional African design to create a necklace.

Lesson 1: Using a paper plate to help us with the shape and to use paint to create pattern on the necklace.

Savannah Sunset pictures.

LI: **To use a range of colour, line and shape paint techniques to create a landscape of an African sunset.**

Lesson 1: Look at the African Savannah. Focus on the sky colours and explore blending with paint. Look at several different blending combinations and record in books.

Lesson 2: Focus on silhouettes. Use markers to explore drawing shapes of African animals. Make choices about what they will use on top of their sunset blends from last week. Complete picture.

African clay pot.


LI: **To create a clay pot in the style of the African pots we have looked at using the same colours and traditional techniques.**

Make coil pots using air dry clay.

African mask

LI: **To create a mask in the style of a traditional African mask using traditional mark making techniques.**

Create a mask using card and traditional African mark making techniques.

	<p>traditional: something that has happened repeatedly over time.</p>		
<p style="text-align: center;">Music</p> <p>Musical Spotlight: African Music: Call and Response</p> 	<p>beat</p> <p>rhythmic pattern</p> <p>call and response</p> <p>dynamics (loud / soft)</p> <p>timbre</p> <p>djembe</p> <p>echo</p> <p>repeat</p> <p>tempo (fast / slow)</p> <p>layers</p> <p>graphic score</p> <p>ostinato</p> <p>unison</p> <p>parts</p>	<p>Key Skills:</p> <p>I can listen and repeat short melodic phrases in African call and response songs.</p> <p>I can sing in unison with a group and use my voice expressively, showing different dynamics.</p> <p>I can copy longer rhythmic patterns (ostinatos) and keep these going when other children add other layers of sound.</p> <p>I can work in a small group to create our own African call and response piece combining a simple melody and rhythm against a steady beat.</p> <p>Key Knowledge:</p> <p>I can explain simple African music traditions.</p> <p>I can describe different sounds that a drum can make and recognise these as 'timbre'.</p> <p>I can follow a simple graphic score.</p>	<p>LI: I can echo simple melodies in the form of 'call and response'.</p> <p>Lesson 1: Understand how to sit / stand best for effective singing and why it is important to warm up our voices. Learn two call and response songs from Africa: 'O Zim' and 'Che che Kule' and be able to join in the responses in time and confidently. Add actions to our performance of Che Che Kule.</p> <p>Lesson 2 LI: Play untuned instruments rhythmically and add an accompaniment to 'Che Che Kule'. Learn a new 'call and response' song: 'O Alele'. Recap the song 'Che Che Kule' and learn how to add a simple rhythmic accompaniment to the song, using a graphic score. Combine singing and rhythmic layers, with simple dynamics (loud / soft).</p> <p>Lesson 3 LI: Play untuned instruments musically and recognise different timbres in African drumming. Listen to African drumming performance and move to the music. What does it make you feel? Learn the origins of African drumming and explore how to make different sounds on drums. Combine the different sounds to create your own drum beat.</p>

Lesson 4

L.I. I can create a rhythmic pattern to accompany a known song.

Recap on 'O Alele' and sing the call and response with some children being the leader and others the response. Use drum techniques from last week to create a rhythmic pattern to go with the song and perform it.

Lesson 5

L.I. Experiment with, create, select and combine sounds to create our own call and response song.

Recap on what children have learnt about 'Call and Response' songs and sing all 3 songs together. Provide words for a new call and response song and practice saying them rhythmically together. Children work in groups to create their own melody / rhythm for their song and sing it together.

Lesson 6

LI: I can reflect on my performance and work as a group to improve it.

Work on adding rhythmic patterns to their new call and response songs and agreeing on dynamics. Perform their songs to each other and reflect on what went well / what could be improved, using musical language.